Safety and Security Concerns for Primary School Children

A synopsis submitted for the degree of

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Section-1

Introduction

Children are our nation's most precious resources and means of progress. It is necessary to attend the Children's needs and rights. Children are backbone of a Nation. India has the second largest child population in the World, while children represent 39% of total population of the country **(Census of India, 2011)**. Children are one of the groups at risk, facing several difficulties that remain unresolved as deprived of safety, education, care, basic social and health services.

In India the number of accidents among children has increased **(National crime record bureau, 2016)**. Children by nature are at risk to accidents, exploitation, and all forms of abuse because of their vulnerability, defenselessness, dependence on parents, teachers, caretakers or guardians and their lack of awareness about danger and self-protection. Children are particularly susceptible to accidents and their safety requires different approaches from their caregivers, teacher, school and administrators. Some common things can be exceptionally dangerous to children such as, small objects and poisonous products like cleaners and antiseptic, can result in poisoning. Many accidents and deaths are also caused by falls, both inside and outside the home and classroom. According to **Mexia (2007)** about one million children worldwide died each year from accidental injuries. There are several reasons for children accidents such as lack of safety, parental concern, monitoring and supervision towards children. Child safety needs a multidimensional approach, which includes educating adults and children about dangers, designing safe environments.

School is an important organization that provides structured education as well as plays an important role in child's growth and development. Schools can model the children into good, responsible and hardworking individuals. **Parinduri (2014)** reported that children spend more time at school than anywhere else. At school, children need a secure, comfortable and positive environment for adequate learning, growth and development. A safe and secure environment is necessary for students of all age group. Indian schools are evidently low on safety and security.

Child injuries, abuse and molestation in schools has sadly become very common and an everyday news. Over the past few years incidents of physical injuries and sexual abuse in schools have increased considerably. A 10 year old student of GD Goenka School in Indirapuram, Ghaziabad died due to injuries from a fall in the school **(Vatsa, 2017).** Parents alleged that the floor was wet and the child slipped due to the school's negligence. A six year old was found dead due to drowning in the water tank of Ryan International's Vasant Kunj Branch, Delhi, India **(Agrawal, 2017).**These cases have shaken up the nation. Therefore the issue of school safety is a major concern at all levels.

Section-2

Background and Conceptual Framework

2.1 SAFETY OF CHILDREN IN SCHOOL

Safety is the condition of being "safe" and the state of being protected from harm or non-desirable outcomes. Safety plays an important role in schools. Schools have legal responsibilities of ensuring a safe and secure environment for students. It includes safety from any kind of abuse, violence and physical injuries. Safe school as one that is “free from danger and possible harm, where non-educators, educators and learners can work, teach and learn without fear or ridicule, intimidation, harassment, humiliation or violence”. **Rose & Gallup (1999)** reported that safety as the most important problem facing the nation’s school. Student’s who do not feel secure and safe at school cannot learn to their fullest potential.

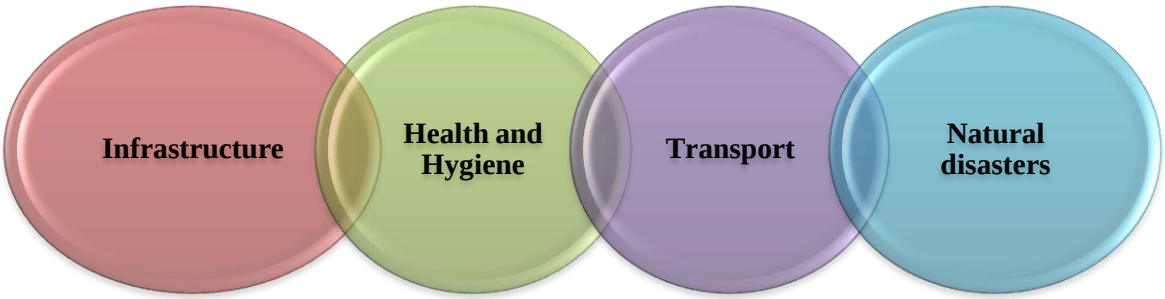
Safe schools are a vehicle for disseminating knowledge about possible risks and conflicts in surrounding areas and how students can protect themselves from such things. Schools need to make sure that their staffs are aware and well trained to make children feel safe. Students must be prepared to respond in emergency situations. Sense of safety and security can also be introduced in children by taking action against bullying, corporal punishment and all types of abuse such as physical, verbal, emotional or sexual abuse by teachers, students, other personnel and parents.

Now day’s child deaths, accidents and abuse cases are very common in schools. Many of cases occurs due to bullying, assault, violence, school bus accidents, food poising, slippery floor, poor sanitation facilities and lack of safety from fire, electrical and playing equipment. Carelessness, negligence, unawareness, Lack of teacher connectivity with students and inadequate active monitoring and supervision of children by parents and school staff are also common causes of children deaths.

2.1.1 Physical safety

Physical safety refers to the situation and environment that is free from hazards to the individual, thus making them feel safe and secure. It is also defined as protection from any type of accidental injuries and exposure to harmful objects, in order to establish a secure environment. School settings must be free from risk and unsafe conditions that directly impact children's physical health and survival. Safety is an issue facing by children inside as well as outside the school.

Figure 2.1.1 Aspects of Physical Safety in schools



2.1.1.1 Infrastructure

School infrastructure is a key factor for stimulating teaching and learning in schools. It includes many components such as School building, premises, entrance, surroundings, classrooms, libraries, playgrounds, water, electrical and fire safety mechanisms. Door, floor, window, ramp, handrails, stairs and furniture are also a part of school premises. **Ayeni and Adelabu (2012)** stated that the classrooms were insufficient in terms of space and ventilation. Poor infrastructure and lack of facilities such as inadequate building, and high ratio of student-teacher are responsible for injuries and accidents of children. Similar results were found by **Menon (2004)** that' schools are liable for students' injuries sustained because of negligence on its premises.

2.1.1.2 Health and Hygiene

Schools should have adequate sanitation facilities, proper water supply in toilets, clean water to drink, pollution free air to breathe, hygienic and nutritious food to eat. A contaminated environment can cause serious health problems such as infectious diseases, respiratory infections and neurological diseases. High incidence of respiratory infections, malaria,

diarrhoeal diseases are leading cause of child mortality in school **(World Health Organization, 2002)**. Many schools in developing countries were inadequate water and sanitation facilities, associated with possible harmful effects on health **(Mathekgana, et.al, 2001).**A study conducted by **Perez (2010)** revealed that lack of sanitation facilities were associated with more possibility of intestinal and communicable infections.

2.1.1.3 Transport system

Every day, millions of children go to school from their home and the modes used for travelling are cars, cycling, walking and public and school transport. **Bhatia (2017)** reported that almost 43 children die in road accidents across the country each day. These may result from the negligence and inattentiveness of drivers. Poor driving skills, non-observance of road rules, bad road conditions, low-safety vehicles, overcrowding and drunk driving are all factors responsible for road accidents. School bus is the major transporting mode of children to and from schools. Bus companies are contracted by school administrators to provide transportation for students. However, the school is responsible for the children while they are on the bus because bus accidents are the main cause of injuries and death among children.

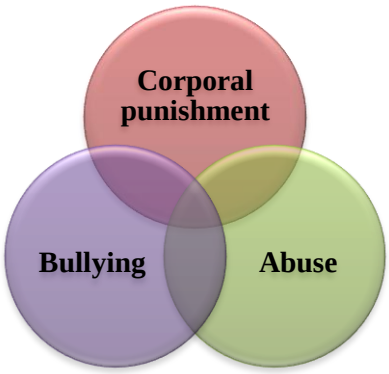
2.1.1.4 Natural Disasters

Natural disasters can happen at any time, anywhere when it comes to management of schools for dealing with disaster, every school must be prepared for it because the young ones needs extra help due to their dependency. Students, staff, teachers, Administrators and, parents can work together to maintain school safety, minimize the effects of emergencies and other dangerous situations. Children in school are the most vulnerable group during any disaster. Improper structure, poorly maintained building and lack of safety measures are some of the major causes of disastrous consequences. **Ministry of Home Affairs (2004)** reported that collapse of a school building in Ahmedabad killed about thirty two children. The major cause of this collapse was weak structural system of the school building.

2.1.2 Emotional security

Emotional security refers to the environment that is free from any kind of fear, stress, anxiety, abuse and harassment. It is a setting in which a child's strengths, needs and interests are recognized and respected, eventually helping a child to believe that he/she will not be punish or abuse for expressing his thoughts and feelings.

Figure 2.1.2.1 Aspects of Emotional Security in Schools



2.1.2.1 Corporal Punishment

A punishment in which physical force is used and that is intentional to cause certain degree of pain or discomfort to the person is termed as Corporal punishment. It involves kicking, shaking, throwing, scratching, pinching, burning, scalding, smacking, slapping, spanking and hitting with stick, belt, or shoe etc. To renting any child physically might cause a serious impact on their physical as well as psychological health. Although emotional effect are not as evident as physical effects; it affects their emotional health and responsible for the development of some psychological problems such as stress, anxiety, depression, suicidal ideation and other mental health concern. Such problems are often unnoticed and left untreated, and can have permanent or lifetime effects. Similar results were found by **Straus (1999)** that mental health problem are associated with corporal punishment.

2.1.2.2 Abuse

Child abuse and neglect are one of those issues beginning to come into light. It occurs in various forms such as physical, mental, emotional and sexual. **According to Ministry of Women and Child Development (2007),** the most common types are emotional abuse (83%), physical (50%) and sexual abuse (53.22%). In fact about half of the population of children in

India are abused and neglected during their school lives. They are physically, mentally and sexually mistreated by their parents and school staff. Any type of abuse has some physical, psychological and emotional consequences which affects the health and overall well-being of a child.

2.1.2.3 Bullying

Bullying remains one of the largest problems in school. It is unwanted physical, verbal or psychological behaviour performed by an individual or group against another person and which is repeated over time. It includes hitting, pinching, biting, pushing, hurtful public message, name calling, isolating from group activity, stealing money, damaging belonging, image or statement on a social network site. Now a days Bullying can take many advance forms such as physical, emotional and cyber bullying and its mass coverage can damage children at long run. In schools, bullying can take place in all areas of the school such as school building, corridor, bathrooms or any other place. It more often occurs in recess, on school buses and bus stops. It can threaten students' physical and emotional security at school.

2.2Recent cases of children's accidents in school of India

There have been several instances in last few years across India where children have died in schools due to the negligence, torture, lack of safety measures and attitude of the teachers and school administration towards children's safety. There are various cases which show concern about safety of children in schools. Here are some cases that shake up across the nation regarding the safety of the children at schools.

- A twelve year old girl was slapped 168 times over a period of six days for not completing homework by her classmates on the instruction of teacher. The case took place at the Navodaya Vidyalaya in Thandla town in Madhya Pradesh **(Tiwari, 2018).**
- In Himachal Pradesh, twenty three students and two teachers were died when a school bus plunged 328 feet in to gorge. Officials found that rush driving and carelessness of driver were main cause of accident. **(Sehgal, 2018).**

- In august 2018, a student of class fourth of GD Goenka School in Ghaziabad died due to fall on the second floor corridor of the school building as a result of internal head injury. His parents alleged that their child died due to school's negligence **(Khandelwal, 2017).**
- A second standard student of Ryan International School, Gurugram was found in a pool of blood with his throat slit inside the toilet. His sixteen year old senior and bus conductor were accused with the charges of the child's murder and sexual assault **(Dayal , 2018)**
- A five year old child of Saint Antony's Convent School, Gorakhpur committed suicide because too harsh punishment of teacher by consuming rat poison in September 2018**(Sadhvani, 2017).**
- Four year old girl was sexually assaulted in Kolkata's GD Birla Centre for Education. While the incident led to sustained protests for several days online and offline. **(Chatterji, 2017).**
- In Etah district of Uttar Pradesh, school bus of J. S. Vidyaniketan was hit by a lorry. About twenty children between the ages of 3 to 15 and bus driver were died in the crash **(Batia, 2017).**
- A girl student of class IX died after falling off the third storey of the building. The incident took place at Modern City Montessori School in Nehru Nagar, Deoria, Uttar Pradesh. **(Hindustan Times, 2017)**
- Three year old girl is sexually assault by a woman teacher and the founder-trustee in Tridha International School in Andheri, Mumbai **(Sinha, 2017).**
- A six year old student died after falling into a water storage tank at Ryan International School in Delhi. Police filed a charge sheet against school principal and his class teacher (**Lobo, 2017)**.
- In February 2016, a 13-year-old student of Class 7 was found dead under mysterious circumstances on the campus of Sapphire International School in Jharkhand. He was killed by his teacher because of his affair with the teacher's daughter **(Pandey, 2016).**

- In kumbaknam, the gruesome school fire incident threw light to the lack of fire safety safeguards in schools in India. This accident took the life of 94 children, and it is one of the terrible fire accidents in India **(Athreye, 2016).**

2.3 Parental attitude towards safety of child in school

Parents are the primary caregivers of children who are responsible for the health and well-being of their children. It is important that parents are aware of their child's regular interest and day-to-day activities to ensure children safety. Everyday incidents with children in school increases due to lack of concern, negligence and inattentiveness of parents and teacher. **Crosnoe, et.al. (2004)** found that teacher's inattentive is associated with physical and verbal abused in the classroom. Lack of parental involvement in school activities and ignorance of safety measures are also responsible for the safety of child in his school. Parental attitude towards school safety is influenced by several factors such as their educational level, socio economic status, involvement in school activities, and relationship with teachers and past experience of their own school **(Shumow and Lomax, 2001)**.

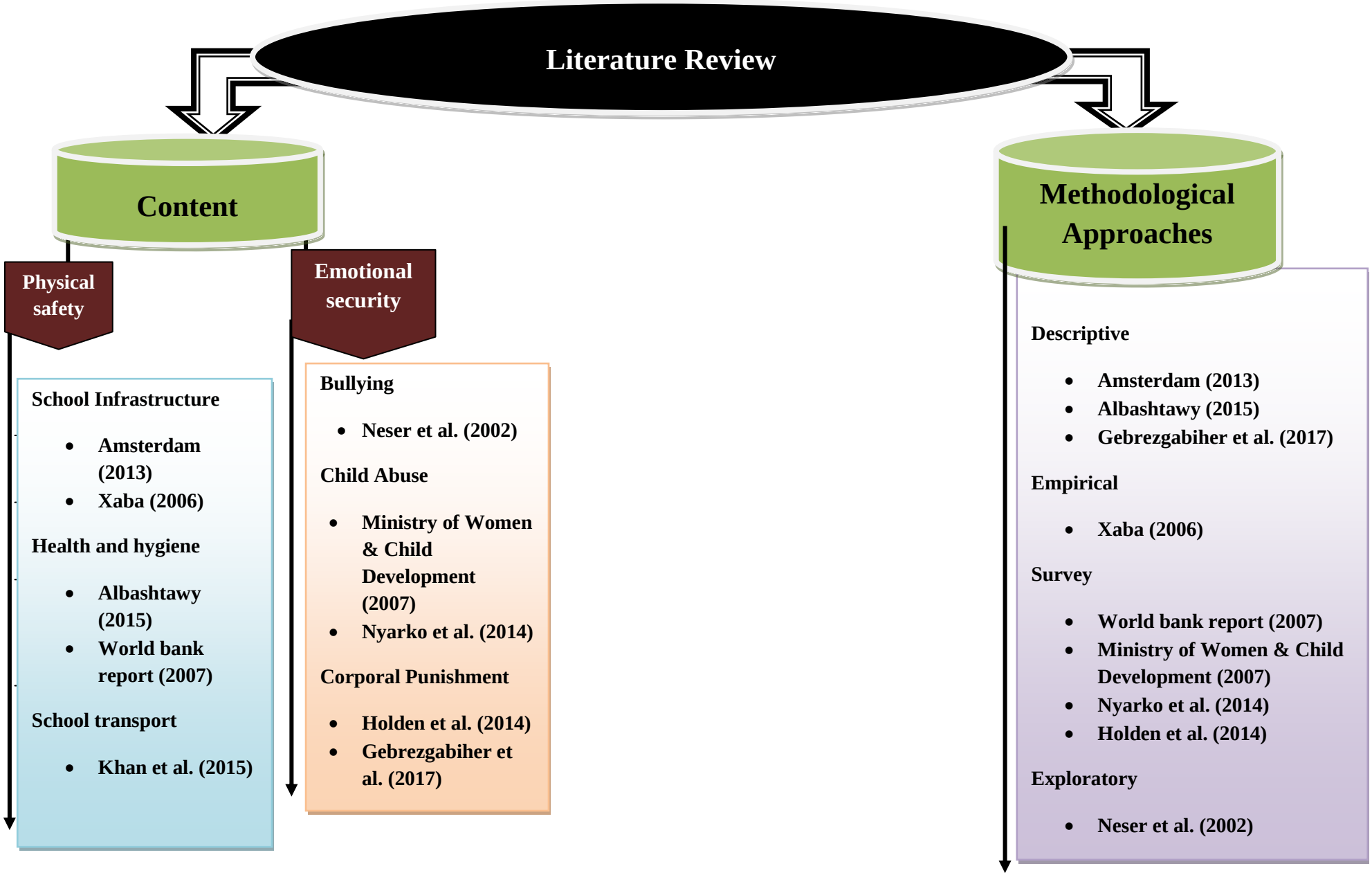
2.4 Role and Responsibility of Parents and School staff towards children safety

Everyone who interacts with children has a role to play in children safety. Teachers and parents are important as they are in a position to recognize concerns early and provide help for children. Teachers are key service providers that help schools to teach safety topics to children for improve the skills they need to manage their day to day safety. Every school should teach children about safety and protection measures. Parents and Teacher should take an interest in children and listen to them. Teach children that they can be assertive in order to protect themselves against abuse and uncomfortable situations. And most importantly, make school a place of trust and support that fulfills children's needs. A learning environment that is both physically and emotionally safe is essential for children.

Education is one of the central pathways to improving child safety and needs the participation of children, parents, caregivers, teachers and other school staff, health care practitioners, policy makers, and other target groups in direction to increase knowledge and

change attitudes and behaviour. School and parental involvement helps in avoiding injuries, accidents, losses and damage to the school's morale and status. Being a child, it is not possible to protect themselves on their own hence it is the responsibility of teachers and parents to protect children and to teach them the skills to be safe.

Section 3: Review of Literature



3.1 Physical safety

3.1.1 School Infrastructure

Research conducted by **Amsterdam (2013)** on the quality of learning environment as an important contributor to student outcomes revealed their concern about the safety, state of sanitation, lack of playground and play equipment facilities at school.

According to **Xaba (2006),** school environments displayed some measure of basic safety, though there was a need to focus more on features like ensuring proper maintenance and surveillance systems, as well as on functional safety and security systems and procedures.

3.1.2 Health and Hygiene

A cross-sectional descriptive study on personal hygiene in school children was conducted by **Albashtawy (2015)**. It was found that cleanliness and neatness among school children was 76.7%. Unkempt hair (44.0%) and not washing hands after eating (47.1%) followed by poor oral hygiene were the major kinds of poor personal hygiene.

It was stated in the **World Bank Report (2007)** that children who are studying in government school did not use the toilet facilities of school. Reasons associated for avoiding school toilets were immorality, danger, and presence of snakes, sexual experience, rapes and drug exchange.

3.1.3 School Transport

According to **Khan, et.al (2015),** Students do not use bus due to various reasons such as too much crowd, poor service and safety reasons. Findings also reveal that 80% of students agree to pay if proper school bus service and improved safety is produced.

3.2 Emotional security

3.2.1 Bullying

Neser et al. (2002) concluded that bullying, rape, theft of property, fighting, physical violence, vandalism, intimidation and gangsterism were major problems in school. Findings also reveal that 39.1 percent of the students reported that they had never been bullied and 42.5 percent indicated that they had been bullied once or twice a month.

3.2.2 Abuse

Ministry of Women and Child Development (2007), reported that children between the age group of 5 to 12 years are more at risk of abuse and exploitation. Children living in institutional care, children at work and on street reported the highest incidence of sexual assault. The report also revealed that every second a child faces emotional abuse and two out of three children are physically abused.

Nyarko et.al (2014) stated that Child abuse is one of the most commonly identified evils in society. The results of the study reveal that both physical and psychological child abuses reduce the self-esteem of children and increase their depression and anxiety.

3.2.3 Corporal Punishment

Corporal punishment usually harms a child's physical well being as well as negatively affects their mental and emotional health. It increases aggression in children and the likelihood of perpetrating and experiencing violence as an adult **(Holden, et.al, 2014)**.

Gebrezgabiher, et.al (2017) concluded that corporal punishment damages the physical, mental, psychological, moral, and emotional development of a child. Children, that are victims of frequent corporal punishment, also feel anxiety and have a low self confidence. It can also develop hate towards schooling and sometimes resulting in school dropouts.

Section-4

Rationale and Research Methodology

4.1 Need of the study

Children are the most vulnerable of all age groups. They are the future pillars of our nation. They are exposed in their formative years to their parents and teachers, who have a great responsibility towards children safety. According to **National Crime Record Bureau** (2016), more than 50% incidents against children has been reported due to lack of safety. This indicates that children are at risk of becoming victims in recent years. Therefore child safety is of great concern to society.

Children spend a major part of their childhood and quality years in schools, so safety in school is essential for student's well- being and learning. Incidents of school violence, injury and abuse are increasing day by day. These incidents can be eliminating by using child safety measures and monitoring and supervision by parents and teacher. This study will also help in recommending adequate safety measures to parents and teachers for ensuring child safety.

Sindhi (2016), there is an increase in school going population in India but schools have not taken any steps to deal with safety issues. The school buildings are not properly maintained and there are no such plans prepared for safety. Inadequate drinking water, hygienic and sanitation facilities in the school environment are responsible for poor health among children. Therefore, the researcher intends to evaluate the adequacy of safety measures at school level.

Abuse and bullying with children is gradually increasing and its effect on victims is indescribable. Children can suffer from long term emotional, behaviour, and psychological problems such as anxiety, depression, loneliness low self esteem and suicidal tendencies etc. In western societies many researchers have been done the study on school safety measure but in Indian context, negligible work has been come in account in this area. In India less importance is given to emotional security that can affect the future of children very deeply. And that's why a need is felt by the researcher to study the prevailing problem of emotional security in Indian

school scenario and hence the present study will be an attempt to enhance emotional security of children.

4.2 Justification of the Problem

School safety and security covers all measures taken to combat threats to people and property in education environments. Everyone has a role to play in order to ensure safe and secure environment within the school; be it Principal, teachers, other staff members and students themselves. Hence the researcher intends to assess the baseline provision of physical and emotional security of children and impart awareness regarding safety and security measures. As a result the present study will be a modest attempt for creating awareness in direction of children safety and security in school.

4.3 Statement of the problem

"Safety and Security concerns for primary school children"

4.4 Operational definitions

- **Children:** For the present study term 'children' will imply children aging between 10 to 11 years and studying in V standard.
- **School:** A group of students of one or more grades/classes, organized to receive instruction under one or more than one teacher including the head, in a specific institution/school premises **(NCERT, 2005)**.
- **Safety and Security:** State of being safe from, whether intentional or unintentional, physical and emotional harm.
- **Physical safety:** The absence of injury or harm to children from any physical object or situational hazard.
- **Emotional security:** Condition of feeling safe and secure from any kind of abuse, punishment, or bullying for expressing ideas, thoughts, or emotions.

4.5 Objectives of the Study

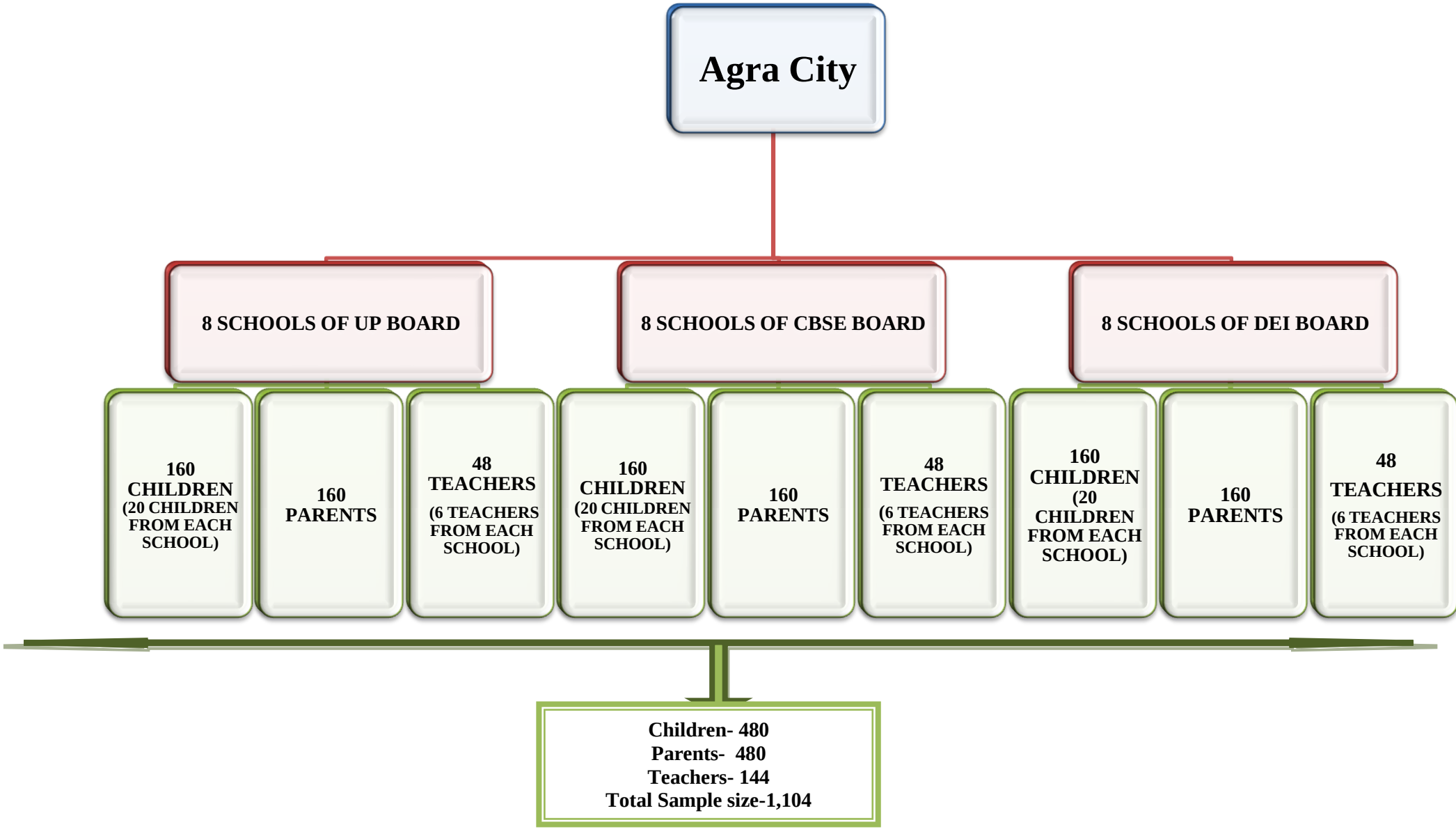
1. To assess the existing provisions of physical safety and emotional security for children in schools.
2. To study the nature and frequency of accidents occurring with children in school.
3. To study the awareness among teachers towards children safety in schools.
4. To assess the knowledge of children regarding safety concerns in schools.
5. To develop comprehensive informative package regarding safety and security for children.
6. To disseminate the information regarding importance and measures for ensuring safety and security of children.
7. To obtain feedback regarding the developed informative package.

4.6 Research Methodology

4.6.1 Locale of the study: Agra city, Tmarni, Rajaborari, New Delhi and Roorkee will be selected as a locale of the study.

4.6.2 Sample Size: 8 schools of UP board, 8 schools of CBSE board and 8 schools of DEI board will be selected as sample of the study. Sample will be comprised of 480 children i.e. 20 children (10 boys and 10 girls) from each school of UP board, 20 children (10 boys and 10 girls) from each school of CBSE board, 20 children (10 boys and 10 girls) from each DEI affiliated school, 480 parents (one parent either mother or father), 144 teachers and school administrators (six teachers from each school).

Figure 4.6.2.1Details of Sample size:

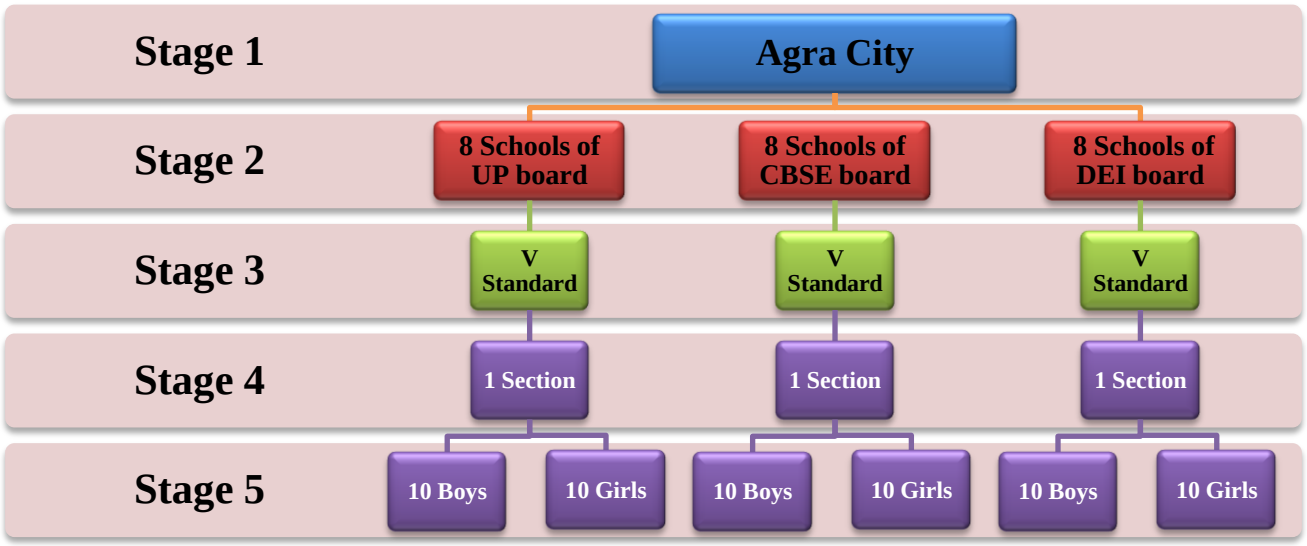

Agra City
8 SCHOOLS OF UP BOARD
8 SCHOOLS OF CBSE BOARD
8 SCHOOLS OF DEI BOARD
160 CHILDREN (20 CHILDREN FROM EACH SCHOOL)
160 PARENTS
48 TEACHERS (6 TEACHERS FROM EACH SCHOOL)
160 CHILDREN (20 CHILDREN FROM EACH SCHOOL)
160 PARENTS
48 TEACHERS (6 TEACHERS FROM EACH SCHOOL)
160 CHILDREN (20 CHILDREN FROM EACH SCHOOL)
160 PARENTS
48 TEACHERS (6 TEACHERS FROM EACH SCHOOL)
Children- 480
Parents- 480
Teachers- 144
Total Sample size-1,104

4.6.3 Sampling Technique: Multistage stratified random sampling will be used in the selection of sample (schools and subjects).

4.6.4 Selection of sample: Sample selection will be done in following stages-

- **Stage 1.** In the present study schools located at Agra city, Timarni, Rajaborari, New Delhi and Roorkee will be purposively selected.
- **Stage 2.** Primary schools will be classified on the basis of board. i.e. UP Board, CBSE Board and DEI Board. List of all primary school will be obtained from Nagar Nigam Agra and Dayalbagh Educational Institute. In this stage 8 Primary schools from each board (UP Board, CBSE Board and DEI Board) will be randomly selected for the study.
- **Stage 3.** Selection of V standard from each selected school will be done purposively
- **Stage 4.** One section of V standard will be randomly selected from each school.
- **Stage 5.** List of all children studying in selected section of V standard will be obtained. 10 boys and 10 girls will be randomly selected from the obtained list.

Figure 4.6.4.1 Sample selection through Multistage Stratified Random Sampling



➢ **Selection of Children:** Children (10 boys and 10 girls) aging between 10 to 11years, who are studying in V standard will be randomly selected from each selected school as the subject for the proposed study.

➢ **Selection of Parents:** One Parent either mother or father of selected children will constitute as a sample for the proposed study.

➢ **Selection of Teachers:** Teachers those who are teaching the V standard will be selected for the sample of present study.

Criteria of selection of sample for study

- Students must be studying in the same school since last six month.
- Teachers who are teaching to V standard.

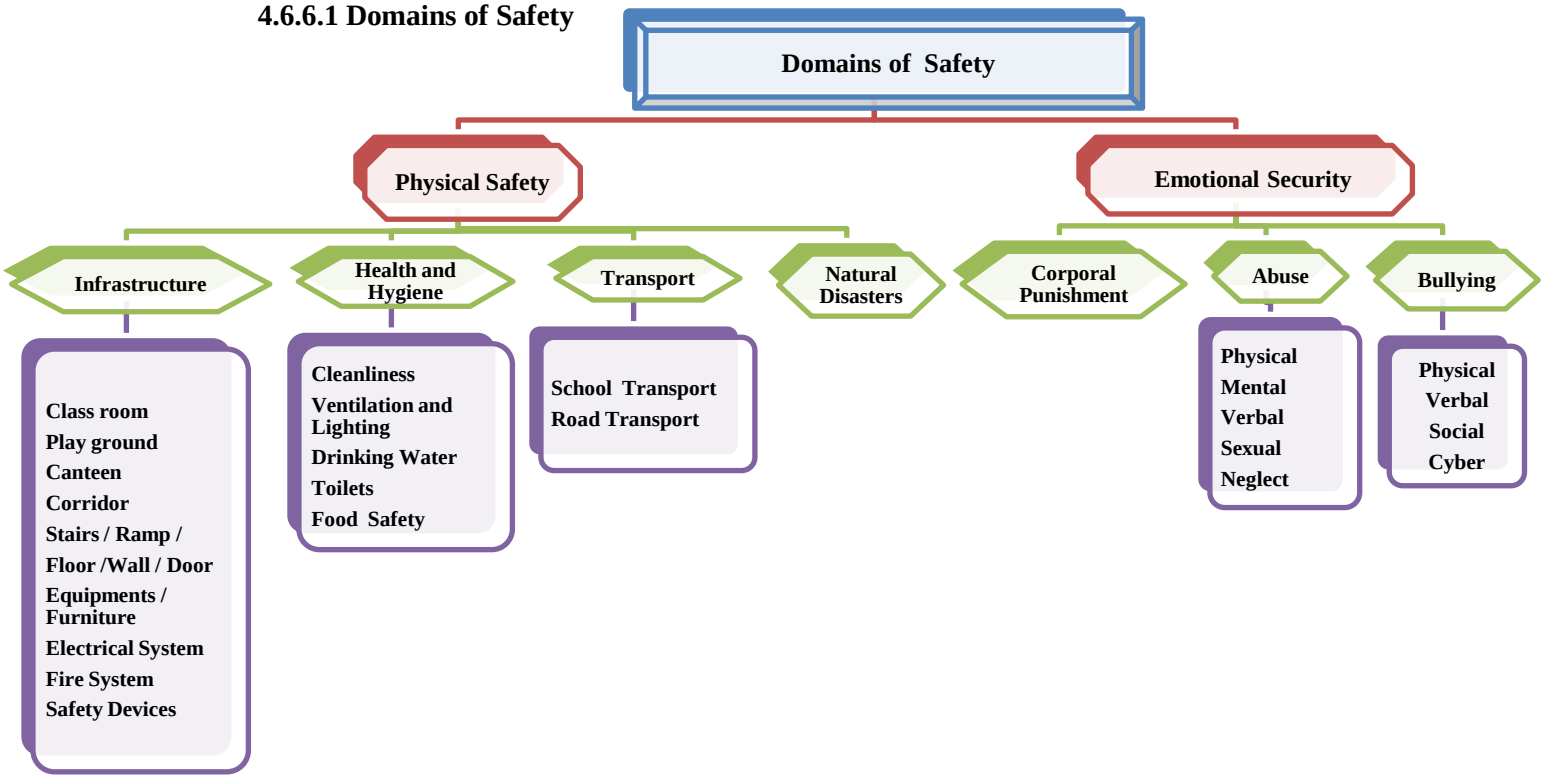
Obtaining Consent

Parents and teacher consent will be taken before including them as the sample of the study. As for the children consent, they are below 18 years and have not attained the legal age for consent yet, therefore parental consent will be considered as the permission to include children as the sample of the present study. The consent will be obtained before the researcher proceeds for its research work.

4.6.5 Research design: Mixed method design will be used in the present study.

4.6.6 Areas of safety and security to be covered in the study

4.6.6.1 Domains of Safety



4.6.7 Tools of data collection

Two types of self-constructed tools i.e. assessment and informative will be used to fulfill the research objectives are as follows:

Assessment tool: Self constructed assessment tools will be used for domains wise assessment. The assessment tools will be prepared in the form of schedule and questionnaire. Checklist will be adapted to study the existing provision for physical and emotional security. The details of assessment tools have been given in table 4.6.7.1

Figure 4.6.7.1Schematic Representation of Research Tools:

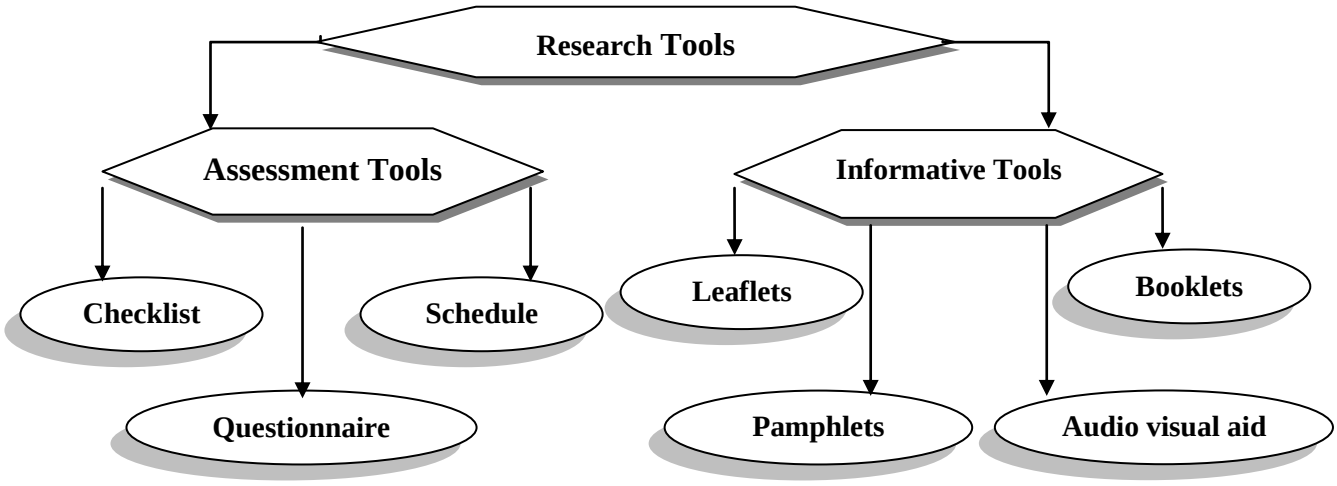


Table 4.6.7.1 Details of the assessment tools

Tool	Type of Tool	Description of the tool	Filled by
APPS	Checklist*	**Adequacy of provisions for physical safety:** ➢ Infrastructure ➢ Health and Hygiene ➢ Transport ➢ Natural Disasters	Researcher
EPMPES	Schedule	**Existing protective measures of emotional security:** ➢ Corporal Punishment ➢ Abuse ➢ Bullying	Researcher

KCSC	Questionnaire	**knowledge of children regarding following safety aspects** ➢ Physical Safety ➢ Emotional Security	Students
ATSA	Questionnaire	**Awareness among teachers regarding following safety aspects** ➢ Physical Safety ➢ Emotional Security	Teachers
FNAOC	Questionnaire	**Frequency and nature of accidents occurring with children** ➢ Frequency ➢ Type ➢ Intensity	Students, Teachers, Parents and administrators
FRIM	Questionnaire	Feedback regarding informative material.	Students, Teacher, Parents and administrators

*Child safety checklist will be adapted from **National commission for protection of child rights (2017).**

Informative Tool: Self constructed informative tools will be used for imparting awareness regarding safety and security of students. The informative tools will be prepared in the form of pamphlets, leaf lets, booklets, audio visual aid etc according to the requirement of content. The details of informative tool have been given in table 4.6.7.2

Table 4.6.7.2 Details of the informative tools

Name	Components	Developed for
Pamphlets / Leaflets / Booklets / Audio visual aid / Workshop	➢ Physical Safety ➢ Emotional Security	➢ Teachers ➢ Parents ➢ Children

4.6.8 Procedure of the study: To achieve the research objectives, the study will be conducted in following phases:

4.6.8.1 Exploratory phase:

✓ In this phase the researcher will visit the selected schools.

- ✓ Establish rapport and increase familiarity with the children, their parents as well as the teachers and school administration.
- ✓ Information regarding Staff, Infrastructure, transport and facilities of selected Schools, will be collected.
- ✓ Preparation of the assessment tools in the form of Questionnaire, schedule and checklist will be done.

4.6.8.2 Data Collection Phase:

- ✓ Administration of the assessment tools will be done in this phase.
- ✓ The Researcher will collect informationto study the different dimensions of safety and security as follows-
  - Existing provision for physical safety
  - Existing provision for Emotional security
  - Frequency and nature of accidents occurring with children in school
  - Knowledge of children regarding safety concern
  - Awareness among teachers regarding children safety

4.6.8.3 Development of a comprehensive information package

- ✓ The researcher will design informative package for children and teachers to impart education and create awareness regarding safety and security.

4.6.8.4Dissemination of Information and feedback phase:

- ✓ The information will be provided the children, their parents and teachers of selected school for enhancing knowledge and awareness of safety and security.
- ✓ Feedback regarding the information package from children, teachers and parents will also be taken.

4.6.9 Statistical Design: The information collected through research tools will be analyzed and interpreted with the help of various statistical tools. It will be used according to type and requirement of data obtained.

4.6.10 Delimitations of the study:

- The study will be conducted only on selected schools.
- Only students of V standard will be taken as a sample of the study.
- Only subject teachers from the selected schools will be included as sample for the proposed study.

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